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ABSTRACT

An action research project implemented a program for the development of citizenship, cultural awareness, and positive character attributes. Targeted population consisted of middle and high school students in several growing, middle class communities located in northern Illinois. Problems of lack of awareness and sensitivity are documented through data revealing decreased civic awareness with a definite need to have students participate in activities that promote democracy and cultural awareness. Analysis of probable cause data revealed that students were monocultural--lacking in community service skills and citizenship responsibilities. Faculty reported a need for better awareness on students' part for community and school involvement and better citizenship skills. Student surveys revealed a lack of participation in community service and a need for development of basic citizenship skills including more intercultural competency. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: (1) service learning, (2) character development, and (3) multicultural competency. Post-intervention data indicated an increase in student involvement in community and school activities, an increased understanding of their role and responsibilities as a citizen, and a growing sensitivity to diverse cultures. Appended are two student surveys, the staff interview, a character traits inventory, a holiday cultural project, a community resources/service learning report sheet, a public service practicum examination, and a discussion lesson with questions. (Contains 3 tables and 50 references.) (BT)

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ED 466 531

BUILDING CITIZENSHIP SKILLS IN STUDENTS

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An Action Research Project Submitted to the Graduate Faculty of the

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Requirements for the Degree of Master of Arts in Teaching and Leadership

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Field-Based Masters Program

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ABSTRACT

This report describes a program for the development of citizenship, cultural awareness, and positive character attributes. The targeted population consisted of middle and high school students in several growing, middle class communities located in northern Illinois. The problems of a lack of awareness and sensitivity are documented through data revealing decreased civic awareness with a definitive need to having students participate in activities that promote democracy and cultural awareness.

Analysis of probable cause data revealed that students are basically monocultural, lacking in community service skills and citizenship responsibilities. Faculty reported a need for better awareness on the students' part for community and school involvement and better citizenship skills. Student surveys revealed a lack of participation in community service and a need for development of basic citizenship skills including more intercultural competency.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: service learning, character development, and multicultural competency.

Post intervention data indicated an increase in student involvement in community and school activities, an increased understanding of their role and responsibilities as a citizen, and a growing sensitivity to diverse cultures.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Students in the targeted classes exhibited a lack of awareness and sensitivity to their responsibilities of being students in their schools and as citizens both in the local and the global community. Evidence for the existence of the problem included pre-surveys administered to students, interviews with school staff members, and student journals.

Four target groups were used in this study, hereafter referred to as Sites A-D. Site A was a high school public service class, Site B a junior high special needs class, Site C a high school family consumer science class, and Site D an eighth grade high school level Spanish I class.

Immediate Problem Context

The following information was obtained from the respective 1999-2000 School Report Cards and the 2000 census data.

Site A

The school in which site A is housed has been in existence since 1966 and is one of six high schools in its township district. It is located approximately 25 miles from the downtown area of a major urban U.S. city. It serves portions of four villages/towns and has an enrollment of approximately 1761 students. The school is considered a medium-

sized suburban high school. The surrounding communities are middle income residential with light industrial areas.

In 2000, the school's ethnic characteristics were 72.1% White, 2.2% Black, 12.3% Hispanic, 13% Asian/Pacific Islander and 0.3% Native American. The instructional expenditure per pupil was approximately $6,956, and its operating expenditure per pupil was $13,103. Attendance was estimated at 94% with a 14.1% mobility rate, along with a 2.5% chronic truancy rate. The number of chronic truants was 44. It had an enrollment of 17.2% low-income students and a 9.6% limited-English proficiency student enrollment. The teacher/pupil ratio was 18:1, and its average class size was 22 students. The school's graduation rate was nearly 86%, and its students represent 19 languages. Site A's total staff numbered 125, with 18.3 average years of experience. 81.2% of its staff had a master's degree or higher and 19.8% had a bachelor's degree.

Twenty-one credits are required for graduation. English is required throughout the four years, along with three years each for science, mathematics and social science. Numerous electives are offered as well as special education services, English as a second language, talented and gifted, advanced placement and honors classes. Physical education and health classes are also part of the school program. Students can also serve their community, earn credit and investigate possible careers through a combination of service learning, public service and community resource programs. Numerous program awards have been given in areas such as technology, counseling, cooperative education and writing.

The school continues to be part of the National Renaissance Program encouraging and recognizing student achievement, attendance and co-curricular/community volunteer participation. The school has also participated in an exchange program with two high schools in Japan for the past 13 years.

The school has a football field, gymnasium, baseball field, tennis courts, field house, weight room and a running track. It is also equipped with a language laboratory, technology center, auto shop and wood shop. Included is a cafeteria, theatre, forum, band and choral rooms, and 97 classrooms.

Site B

The school in which site B is located is considered a medium sized junior high. The 25 year old has a library, two computer labs, four science labs, a home economics room, a technical education room with its own computer area, an art room, a band room, a gym and a cafeteria. Along with these areas, there are 29 additional classrooms, a main office and numerous smaller offices.

In 2000, over three-fourths of the students were White, less than 10% were Black or Hispanic, 15% were Asian and less than half of one percent were Native American. The district bilingual program for the Asian population was at this junior high. Programs for special needs and gifted students were also offered. Various sports and clubs were available as well.

In 2000, this school had an enrollment of 650 students. Less than 2%were low-income, and just under 4% were limited-English proficient. Attendance was 96.4%, with no chronic truants. Thirty-seven teachers were on staff along with two administrators, six

instructional assistants, four secretaries, one psychologist, one social worker, a guidance counselor, a librarian, a nurse, a half time speech therapist and four custodians.

Site C

As of 2000, the school had been in existence in its current location since 1965. The original high school was the junior high and had been removed for a new library in the community. The school had two additions which were added to accommodate the growing population. Plans were being formed for a new referendum in 2002 to maximize the size of the school. There were 1509 students enrolled during the 2000-2001 school year. There were 87 educational rooms in the building including math, English, social studies and science labs. Applied learning allowed students to choose from over 45 electives. These areas included labs and practical experience for future career studies. There were also several student computer labs. Twenty-eight credits in both core and elective courses were required for graduation. Also offered were academic organizations, focused interest clubs, band and athletics for after school activities in many areas.

The school was located in a suburban area 35 miles directly west of a major metropolitan area. It was primarily White (94% in 2000). Hispanics composed 5% of ethnicity and 2.2% were Black, and 1.2% were Asian. Other races, not identified, collectively increased 115%.

Block scheduling was instituted five years ago at the school. Attendance records showed better attendance with four classes and a closed campus. All students took three core courses and one elective. American College Test (ACT) scores and standard test scores improved in five years of block scheduling. The school ranked 54th in the state for

ACT with a score of 22.6. Truancy was down by 10%; expulsion decreased by 26%. In the same five year study of block scheduling the number of honor roll students increased from 41.7% to 50.9% in the same proportion of students. More courses were taken and the failure rate decreased, indicating the ability of students to perform well with a lighter number of courses to manage. In 2000-2001 numerous state and local awards had been received in English, writing, math, band, applied arts and athletics.

As of 2000, there were 86 full-time teachers plus teacher assistants and aides, a principal, assistant principal, two deans of students and a staff of five guidance counselors and registrar. Of the 86 teachers, 19 had bachelors degrees with additional hours; 63 had masters degrees, 2 Ph.D. and two teachers who will earn their Ph.D. by 2002. Twenty-six of the full-time teachers had 20 or more years with the district, 26 had 10 or more years and 34 have 10 years or less. In the entire school district (K-12), there were 327 teachers. In the interest of the students, staff contacted 96% of the parents to monitor their progress.

Site D

Site D resides in the only middle school of a six-school district in a small town at the western edge of suburbs about 35 miles from a major metropolitan area. It was opened in a new location in August of 1994, geographically in the center of town from east to west. Until recently most of the town's settlement had been concentrated in the east, with the western area now rapidly becoming urbanized. In 1999-2000, an expansion was completed.

In 2000, the school had 1,072 students, predominantly White (96.2%), with 1.7% Asian/Pacific Islander, 1.2% Hispanic, .6% Black, and .1% Native American. Only 1.1% were low-income students. A 95.7% attendance rate was maintained, with a 5.7% mobility rate and 0.0% chronic truancy rate. The entire district sustained a 93.9% attendance rate, with 7.0% mobility rate and .1% chronic truancy rate. In 1999 there were a total of four truants in the entire district.

As of 2000, the school had 73.8 teachers with 12.28 administrators, counselors, and others. In addition there were eight full-time equivalent itinerant staff members. The district employed 254 teachers with 99.6% White, .4% Black, .0% Hispanic, Asian/Pacific Islander, and Native American. 21.5% were male and 78.5% female. The average teaching experience in the district was 12.8 years, with 41.2% having a bachelor's degree, and 58.8% with master's and above. The pupil-certified staff ratio was 15.3:1 with the pupil-administrator ratio at 268.5:1.

The school was organized into multi-disciplinary teaching teams, three at each grade level. Each team area contained a common space equipped with 15 to 20 computers. The 1999-2000 expansion added two more team centers (11 total including 60 classrooms), two music rooms (five total), a second computer lab, and a larger cafeteria.

This district's students consistently had the highest ACT scores in the region and have been in the top 10% of the nation. They exceeded the state average Illinois Standard Achievement Test scores by 20%, and the Iowa Test of Basic Skills Average Student was one to three grade levels above the national average in 1999-2000.

The Surrounding Community

Site A

As of 2000, site A's school district was the second largest high school district in its state. The district's six high schools served a 68 square mile area consisting of approximately 250,000 residents. It was classified essentially as a diversified, middle-to-upper middle-class area. District enrollment averages about 11,600 students. There was a complete academic program of more than 400 separate courses, as well as many programs for special needs students. Full interscholastic athletic programs for boys and girls and a complete range of clubs and activities were provided.

The district employed approximately 1,500 people (both full- and part-time). The teaching staff numbered about 800 and was supported by 180 secretaries, clerks and bookkeepers. There were 154 custodial and maintenance personnel and 95 cafeteria workers. It also employed approximately 250 teacher aides. The district's administrative structure consisted of one superintendent, one assistant superintendent, six principals (one per building) and various division heads and instructional administrators within each building.

The median family income within the district was approximately $65,000/year. Eight villages/towns were served by the district and its population was 75.7% White, 2.4% Black, 12.1% Hispanic, 9.5% Asian/Pacific Islander and 0.3% Native American. The equalized assessed valuation per pupil was $560,000. This included all computed property value, upon which the local tax rate was calculated.

Site B

As of 2000, this school was located in the northwest suburbs of a major urban area. It was one of 27 schools in a pre-kindergarten through eighth grade district. This school served portions of four villages and towns.

The surrounding community was middle income residential with light industry and retail areas. The population of the suburb was 34,800. Most of the residents (76.6%) were homeowners. The median household income was approximately $65,000/year.

Total enrollment in the district was 15,805. A variety of programs serving special needs and gifted students was offered as well as classes for bilingual students. A before and after school day care center was available. Clubs promoting understanding and respect of cultural diversity were available as well as a club that paired students with special needs and student volunteers to help strengthen skills.

The district employed 997 teachers. 86.9% of the teachers were female, 96% were White. Average teacher experience was 17.9 years. 42.5% of the teachers had bachelor's degrees, 57.5% had master's degrees or above. The average teacher salary was $56,029. For administrators the average salary was $86,412.

The equalized assessed valuation per pupil for this district was $201,450. The operating expenditure per pupil was $8,320.

Site C

This school was part of a unit district with six elementary schools (K-5), one junior high school (6-8) and one senior high school. The district employed 768 people including district office, custodial, secretaries, and other school related staff. Each school

had a principal and assistant principal. District wide there was a superintendent, one assistant superintendent, business manager, director of curriculum, and personnel director. Increases in the housing industry in the past 10 years were up 39%. The town originated in 1833 along the river and spread to the east and west. There were traditional and period homes dating back to the 1870's and new housing developments on both sides of town. A downtown of a variety of merchants and quaint restaurants along the river thrived as well as franchise restaurants, stores and theatres.

Increases in general state aid and full funding of categorical programs added to the financial base for the district to expand. Instructional expense was $3,923 per pupil.

Site D

Site D was part of a major growth area along a river, and the district encompassed an area of 23 square miles. The six-school district included one high school, one middle school, and four elementary schools. Total enrollment in the district was 4,541 with 1,072 in the middle school. A principal and two assistant principals administered the middle school. Teachers were in teams, with one being assigned the Communicator. Five of the last six years a teacher from this school had been the County Middle School Educator of the Year.

The surrounding community was a mixture of growing upscale residential subdivisions with a positive blend of commercial/industrial establishments. The historic section of town had become a significant tourist attraction in the area. The community was considered basically affluent, and the area was continuing to grow and prosper. From the 1990 census population figure of 12,617, the city grew to 19,515 in 2000, an increase

of 54.67%. The general level of education was associate degree, with the median household income at $49,755.

The Equalized Assessed Valuation per Pupil increased annually with the student population reflecting the same increasing trend. In 2000 it was $130,910, while the instructional expenditure per pupil was $3,856, and operating expenditure per pupil was $6,756. Parents were regularly involved in various groups, raising money and providing supplemental materials for the benefit of the teachers and students.

National Context Of The Problem

Anonymously, someone opined, "Children are 25% of our population but 100% of our future." Because of this, many current trends in youth character are alarming. Our society is seeing a rise in youth violence including peer cruelty and hate crimes, increased dishonesty, a growing disrespect to authority figures and a deterioration of language. Just as disturbing is the decline in the work ethic, and in personal and civic responsibility. We are witnessing increasing self-destructive behavior of our youth: premature sexual activity, substance abuse and suicide. Some young people appear to engage in these behaviors without thinking it is wrong (*Signs of a National Crisis of Character,* Cortland University, 2001).

The 2000 census figures showed record growth for all ethnic groups. For example, the Hispanic population grew 37.4 million since the 1990 census. The importance of understanding cultural differences is no longer limited to people traveling overseas. "Such phrases as 'we live in a global society,' and 'the composition of the work force is changing' are constant reminders of the need to promote intercultural

understanding for use not only abroad but also within the United States" (Imel, 1998, para. 1). Therefore, the Educational Resource Information Center issued a Trends and Issues Alert defining terms currently used, and detailing resources for further research.

According to Conrad and Hedin, there is a definitive need to have students participate in activities that promote democracy. A democratic society depends upon civic awareness, intercultural competency, citizenship, and community service. "The heart of the case put forth by those who would reform youth is that there is a crying need for young people to become engaged in democracy. Those making this argument produce statistics showing that youths vote less frequently than any other age group, that they are less likely to volunteer than older citizens (and the rate is dropping steadily), and that their values have shifted dramatically in the last 15 or 20 years in a direction that is dangerous for democracy" (Conrad & Hedin, 1993, para. 12).

Opportunities in the 21st century should force us to rethink our education. "More than ever before we as educators now have a special responsibility, for we are in the 'business' of helping all our students prepare for the future. We do this by offering facts and skills, but more importantly, perspective on and pathways to the future" (Marsh, 1999, para. 2). In addition "Service learning is a teaching method that combines meaningful service to the community with curriculum based learning" (Learning in Deed, 2001, para. 1).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

Two student surveys were given at the beginning of the school year to class members at all four sites. The first dealt with level of community involvement and volunteerism. The second asked questions about school climate and cultural diversity. A third survey was then given to staff members, asking about their personal levels of involvement in community as well as their views of its importance.

Table 1.

Student Survey 1

Question	A	B	C	D	Avg
How important do you feel it is for people to be involved in volunteering their time?					
Very important	.36	.60	.27	.12	.34
Somewhat important	.58	.30	.45	.72	.59
Not too important	.06	.10	.14	.16	.12
Not important at all	0	0	.14	0	.04
Do you yourself volunteer your time to any community activities?					
Yes	.56	.60	.29	.40	.46
No	.44	.40	.71	.60	.54
How much does your school emphasize the importance of community involvement in their curriculum?					
A lot	.36	.50	.57	.04	.37
A little	.54	.50	.19	.64	.47
Not much at all	.18	0	.24	.28	.18
How much do your parents or other family members emphasize the importance of community involvement?					
A lot	.12	.20	.71	.16	.30
A little	.36	.30	.17	.68	.45
Not much at all	.52	.50	.12	.16	.33

Table 1 (Student Survey 1 found in Appendix A) pertained to community involvement and volunteerism. It indicated that 34% of the students felt it was very important for people to be involved in volunteering their time and 59% said it was someone important. Forty-six percent reported that they actually did volunteer in some community activity.

When asked about emphasis of community involvement in the school's curriculum, 37% believed it was emphasized a lot, 47% were of the opinion that there

was a little emphasis, and 18% felt not much emphasis was placed on community involvement.

When asked whether parents or other family members emphasized community involvement, 30% were of the opinion there was a lot of emphasis, 45% felt there was a little emphasis, and 33% believed there was not much emphasis at all.

Table 2.

Student Survey 2

Question	A	B	C	D	Avg
Students treat classmates with respect					
Yes	.48	.60	.76	.88	.68
No	.52	.40	.24	.12	.32
I am comfortable discussing diversity with my peers.					
Yes	.74	.70	.77	.88	.77
No	.25	.30	.23	.12	.23
I avoid using stereotypes and generalities.					
Yes	.85	.80	.65	.88	.80
No	.15	.20	.35	.12	.21
I have close friendships with people from other racial, religious, or ethnic groups.					
Yes	.74	.80	.82	.76	.78
No	.26	.20	.18	.24	.22

The four sites distributed a student survey regarding respect, diversity and stereotyping to their respective classes. The average results as displayed in Table 2 are as follows. A copy of Student Survey 2 is found in Appendix B.

Sixty eight percent believed that students treated their classmates with respect, while 32% did not feel that students treated each other with respect.

Seventy seven percent felt comfortable discussing diversity with their peers, while 23% did not feel comfortable.

Eighty percent of the respondents felt that they avoided using stereotypes and generalities, while 20% believed that they did generalize and stereotype.

Lastly, 78% of the students had close friendships with people from other racial, religious or ethnic groups, while 22% felt that they do not.

Table 3.

Staff Survey 1

Question	A	B	C	D	Avg
How important do you feel it is for people to be involved in volunteering their time towards community service?					
Very important	.57		.84	.33	.58
Somewhat important	.43		.16	.67	.42
How good a job would you say that students in your high school community do of volunteering their time outside of school to help make the community a better place to live?					
Excellent	.26		.05	.0	.10
Good	.40		.31	0	.24
Average	.25		.48	1.00	.57
Poor	.09		.16	0	.08
Do you yourself volunteer your time to any community activities?					
Yes	.71	1.00	.75	.33	.70
No	.29	0	.25	.67	.30
How much does your high school emphasize the importance of community involvement in its curriculum and class offerings?					
A lot of emphasis	.39	.80	.11	0	.33
Some emphasis	.59	.20	.68	.83	.58
No emphasis	.02	0	.21	.17	.10
Do you think it is a good idea for your high school to require students to take part in community service activities in order to graduate?					
Yes	.79	1.00	.69	.67	.79
No	.21	0	.31	.33	.21

Percentages of responses for the school survey of the four sites had large variations among sites. Regarding the importance of volunteerism of the staff time, Table 3 shows 58% considered it to be very important, 42% somewhat important. Results from each site varied on a wide range. A copy of the survey can be found in Appendix C.

Staff input of students' volunteerism outside of the school community was 10% excellent, 24% good, 57% average and 8% poor. The percentages at each school varied from high to low.

Emphasis of the importance of community involvement in curriculum was 33% high emphasis, 55% some emphasis and 10 % no emphasis. The higher emphasis came from the site with community service already in place.

Although currently four sites felt that community service should be a graduation requirement (79% yes and 21% no), the curriculum was not offered in the same proportion.

Probable Causes

Over the past century society has undergone many changes. Fragmentation of the family along with increased mobility has caused disconnection and isolation (Bellah, 1985). As a result of this, vital values that were a component of family life may no longer exist (Lawton, 1995). "Robbed of a broader meaning in their lives, adolescents have entered an era of increased self-absorption: an overemphasis on the individual (often on physical appearance) and materialism" (Perkins and Miller, 1993, para. 7).

According to Benard (1991), it is thought today's youth often feel a sense of alienation and a lack of legitimacy in their role in society.

> …many young Americans do not understand the obligations of the citizen in a democratic society. They are well aware of their personal rights and freedoms, but are sadly ignorant of their duties. Finally, most youth have too little faith in our political institutions and leaders and in their ability to bring about positive change (Garman, 1995, para. 3).

Research shows that there is a great need for young people to become engaged in democracy. As previously stated, the infrequency of youths voting has given rise to the likelihood of apathy in volunteerism as compared to the last generations. (Conrad & Hedin, 1993).

Due to the increasing mosaic nature of our society, educators "…may try to achieve a cultural fit; they try to fit students into their own cultural system. Consequently, students from different cultural backgrounds may find that practices fostered and encouraged at home are often unacceptable and discouraged in school" (Cabello, Burstein, & Davis, 1995, para. 6).

Possible feelings of frustration and alienation can occur on the part of students trying to culturally adapt to their school surroundings, especially if their efforts are rebuffed by the culturally assimilated majority. A gradual transition with an awareness of these circumstances would better allow both students and educators to find a more common ground and smoother process to bring about a fuller understanding of civic awareness and cultural diversity.

> Civic educators have spent the last century of the old millennium arguing among themselves over whether or not civic education should emphasize traditional

> content or the processes and skills of civic involvement. … In civic education, we must try to bring the arguing parties together. We must get on with the task of educating citizens who understand both the substantive base of U.S. political, economic, and social history and geography, including the structure and function of our government, and who also have the tools, the skills, and the civic passion needed to apply their knowledge to the world we live in (Marsh, 1999, para. 17).

Researchers have been led to study and document the solutions to a growing lack of sensitivity and civic awareness. According to Patrick, "Young Americans clearly need to become more attuned to their responsibilities as citizens of a democratic society. Parents and teachers must act in concert to strengthen the desire and capacity of children to fulfill civic obligations" (Patrick, 1992, para. 5). A review of the research has indicated that a perceived lack of civic responsibility among young people is shared by many researchers.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

As schools are becoming increasingly responsible for civic education, a change in the way classrooms are viewed has emerged.

> The factor most likely to engender democratic values in students is an open classroom climate—an environment whose signifying features are teacher respect for student ideas and teacher use of democratic leadership behaviors. The beneficial effects of open classroom climates are cited by virtually every researcher and reviewer who looked at the relationship between educational practices and student results (Cotton, 2001, para. 29).

The open classroom fosters attributes needed for good citizenship.

A sense of community is essential in developing a student's ability to understand and respect the concept of citizenship and its ensuing responsibilities. If students feel a lack of safety at home and within their neighborhood, the sense of community will be difficult to develop. Giving them a safe haven in the classroom helps to create this sense of oneness. Students need to feel safe both physically and emotionally in order for a sense of community to develop. "For children and young people who may have spent a good portion of their lives feeling only partially safe, to be somewhere they can say 'I feel safe' is a wonderful place to be" (Allen, 2000, p. 26). It has become an educator's

responsibility to provide this type of atmosphere. The classroom needs to be an environment where people feel respected and are encouraged to share their ideas.

> How can such an atmosphere of community be created in the classroom? One of the major educational success stories over the past decade is the use of cooperative learning strategies. In cooperative learning, students are placed in small groups where the group learning assumes central importance and students are responsible not only for their own learning but also for the learning of others. This type of learning environment organization has resulted in impressive student achievement and positive social values and behavior" (Leming, 1993, para. 25).

Students who are exposed to this type of learning develop an accepting attitude for ideas different than their own. They learn skills necessary for success both in personal and professional interactions.

Teachers are now expected not only to be seen as dispensers of curriculum and information, but are also asked to shoulder the responsibility of being the role model for citizenship. A powerful combination of behaviors—quality teaching together with an attitude of caring and respect for students—creates a positive atmosphere in the classroom. Without such a moral environment, we risk future generations of citizens lacking a sense of common good, missing respect for others and the environment, with little tolerance or sense of responsibility (Williams, 1993).

If citizenship is not being modeled in the home for whatever reason, then schools must take the initiative to fulfill this obligation. "…if citizenship education in our schools does not help students recognize that they are members of a community with institutions

and conflicting interests and issues that affect their lives, they will learn about local government through their own random experience" (Marsh, 1999, para. 1). Students risk becoming dissatisfied, disinterested, and lacking in the commitment or knowledge needed for bringing about change.

An ancient Chinese proverb states, "Tell me, and I will forget. Show me, and I will remember. Involve me, and I will understand" (Seigel & Rockwood, 1993, p. 67). In order to have students obtain the necessary components of citizenship, they need to experience some type of community involvement. One such way would be through service learning projects.

> Service learning seeks to implement this wisdom by involving young people in community service projects that are coordinated between the school and community. These projects are integrated into the academic curriculum and designed to support civic education. This allows students to use experience in the community as a basis for critical reflection in the classroom about the nature of democracy. Lessons in the classroom become a basis for examination of the citizen's role in the community (Garman, 1995, para. 5).

Hence, it becomes a focal point of the educator to incorporate this idea into the classroom. The earlier students learn about the roles they can play within their community, the more likely lifelong civic participation will be encouraged. When opportunities reflect real life activities, workplace skills are improved and personal development is enhanced. Service learning therefore creates a sense of competency

within the students as they view themselves as active contributors rather than passive recipients (Learning in Deed, 2001).

One aspect of service learning is that it promotes positive self-esteem. "Many young people told us, for example, that participating in community service projects provided their first experience of being valued by adults. Students stressed how this regard fueled their self-confidence and changed their attitudes toward personal dependability" (McLaughlin, 2001, p. 14). By involving students in these community service projects, they become more aware of people's needs, develop a sense of compassion for others, and become appreciative of what they already have.

> Eggleston observes that one of the most important benefits of service-learning is students seeing that they can make a difference in the school or the community "by doing just the little things, going to the soup kitchen, working at the battered women's shelter. They realize there are people out there in really bad shape that they can help. Then they say, 'I can't do much, but I can help someone'" (Keister, Kinsley, & Resnik, 1993-94, para. 15).

The goal of service learning should be to involve students in community service that gives opportunities for reflection and fosters interaction between the volunteers and the group. This affords students the opportunity to learn from the people they serve, and also validates the programs' goals and objectives (Alt, 1994). Giving students time for self-reflection enhances the experience and gives them the opportunity to assess the positive and negative aspects of the event. This awareness may be something that continues long after formal schooling has ended.

> As Gardner (1992) states, "...a community fosters and encourages healthy development of its children by involving all people, creating a sense of belonging and need through meaningful roles, and establishing a sense of interdependency and shared purpose among its members. When young people are involved in service, the community's perception of them changes: from being the cause of problem, they become the source of solutions." Adults and students gain a deeper appreciation of one another and an opportunity to communicate on a one on one basis in a positive way. "In addition, service gives young people the chance to be around the stabilizing influence of adults outside of home and school" (Perkins, Miller, 1993, para. 12).

As schools reevaluate their stance on curricula and course requirements, service learning and community service have arisen as positive, meaningful choices for student involvement and as enhancements to the traditional classroom experience.

"CASE began in 1988 with a call to action by the then president of Rutgers, the late Edward Bloustein: 'I propose that we look at community service as a necessary component of the learning experiences which constitute a liberal education'" (State University of New Jersey at Rutgers, 2000, para. 2). Many schools have adopted this idea by making service-learning part of graduation requirements for high school seniors. Colleges often look for this type of involvement when considering freshmen wishing to enroll.

"In addition to enhancing learning, service-learning programs offer rural schools and communities an opportunity to develop new and positive connections" (Rural

Clearinghouse Digest, 1995, para. 4). It opens the door to new cultural and community experiences that otherwise would not otherwise have occurred. "Roughly half of the community agencies we talked with said their participation in service learning had produced new relationships with the public schools, and two-thirds indicated the Learn and Serve projects had fostered a more positive attitude..." (Melchior, 2000, p. 32).

Many schools have adopted programs focusing on the development of character education and community building as components of both their classroom environment and the overall atmosphere of the schools themselves.

> Character education integrated into the school community is a strategy to help re-engage our students, deal with conflict, keep students on task in the learning environment, and reinvest the community with active participation by citizens in political and civic life (Otten, 2000, para. 18).

Many schools and communities are adopting programs that make students aware of positive character traits.

For example, examining the spirit of heroism and positive role models through dramatic cases invites students to adopt that spirit themselves and to embrace the qualities of the hero. Stories of heroes can inspire students through the examples of their lives and promote a vision of the potential for heroism within them (Sanchez, 1998). Allowing students to develop their own idea of what traits a hero or role model has and then relate them to ordinary people or people they know personally fosters knowledge of positive character traits.

Another benefit of citizenship learning is greater tolerance and understanding of the rapidly changing demographics in our society by becoming more multiculturally competent. According to Imel in his transformational model for transcultural leadership, "It progresses from monocultural isolationism, through monocultural awareness, intercultural interaction, and transcultural intersection" (Imel, 1998, para. 11).

When trying to determine one's level of tolerance and understanding of the various cultures present in our community, it becomes necessary to define cultural competence. "Culturally competent practice involves analyzing yourself and your society, facing your biases and ignorance, and examining mistakes you may have made in the past. And it requires a commitment to constant learning and openness" (Children's Services Practice Notes, 1999, para. 3). This commitment has become an important theme, and is expected to be taught throughout modern curriculum.

It therefore becomes the responsibility of the educators to develop this cultural competence in their students by using themselves as the primary role models. We must remember that effective educational decisions and practices must come from an awareness of the ways that students learn. Therefore, knowing each student's culture is necessary to create successful learning for all students (Guild, 1994).

Project Objectives and Processes

The following project objectives, processes, and action plan were developed in the Summer of 2001.

As a result of community service learning, character education, and cultural awareness activities during the period of September 2001 to January 2002, the targeted high school and middle school students will develop an awareness and sensitivity to their responsibilities to being a student and a good citizen in the local and global community, as measured by surveys, journals, class discussions, and community/service projects.

In order to accomplish the project objective, the following processes are necessary:

1. Prepare lesson plans using cooperative learning and multiple intelligences.
2. Use materials with a cultural awareness emphasis.
3. Develop new components (hero journals, community project) for the curriculum.
4. Introduce new assessment strategies.
5. Enhance the physical environment of the classroom setting by promoting cultural diversity through posters, bulletin boards, and authentic memorabilia.

Project Action Plan

The following action plan was developed in the summer of 2001.

As the action plan commences in September 2001, all four sites will send home and collect letters of approval and then administer pre-project surveys to students. In addition, proper classroom etiquette will be introduced to set the tone for working

together and being polite to one another as a first step for increasing awareness of their citizenship responsibilities. At Site A they will play the game of Life, as an introduction to career and community choices.

By the second week, Site A will introduce and begin to choose internship preferences. Site B will start a project of "development of hero traits" by the students. Site C will develop community awareness though multi-media presentations and class discussions, and Site C will start becoming aware of community diversity in their geographical area, and look for evidences of such diversity.

The plan will proceed with weekly field reports from Site A and everyday hero stories followed by student journaling at Site B. Site C students will interview parents about their reasons for community choice while Site D will hear presentations of multicultural scenarios especially centered around Hispanic Heritage Month, followed by student journaling and class discussion.

By the fourth week all sites will also prepare activities for presentation to parents during open house and will interview staff members and record answers. Site C will explain the Star program through assembly and small group discussions. Site B will attend Character Counts! assembly and participate in related activities, while Site D students will learn about and celebrate Columbus Day as Día de la raza.

By the mid-point of the project students at Site A will be progressing with their internships by job shadowing with the community. Site B will start looking at current events for people who exhibit hero traits. Students at Site A will start their community service portfolio and career exploration research as well as participate in "Youth in

Government Program" both locally and nationally through the Close-Up Program. Students at Site D will continue to hear multicultural situation exercises and continue journaling and participate in 15th birthday activities (the coming of age for the Hispanic female). They will also watch the video Sweet 15.

By the eighth week, students at Site B will create a wall of heroes with their own hero trading cards. Site C students will research one community service organization and report to the class, and Site D students will research online websites for authentic Hispanic cultural presentations. Site A will continue job shadowing, including being teacher aides.

For the final weeks of the plan, students in all sites will continue the projects started in earlier weeks. They will also participate in intergenerational, international service and global ethics activities, prepare presentations representing various cultures, participate in holiday charitable event activities, and present projects showing cultural relevance. Site C will research and interview their families for holiday cultural conditions as it related to food. The plan will culminate at all sites with students taking post surveys and journaling final reactions.

Methods of Assessment

In order to assess the effects of the intervention, all sites will write and collect journal reflections. Interviews with students will be held as part of the assessment process. At Site A, students will create portfolios which will reflect their involvement in community service as well as their participation in a variety of non-paid internship

opportunities, while at Site C students will present samples of foods reflecting their cultural heritage.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this action plan was to build an awareness of citizenship responsibilities, cultural awareness, and community service activities. Near the beginning of its implementation, the terrorist attacks of September 11 in New York City and Washington, D.C. occurred. Because of this, certain components of the action plan had to be modified.

Presentation and Analysis of Results

Site A

The action research project was implemented at Site A using 65 students in the Public Service Practicum/Community Resource classes. Students participated in a variety of service activities throughout their school and community during the course of an 18-week period. In the area of education, students served as non-paid interns as teacher aides at elementary schools and junior highs as well as at their own high school. They also participated as "buddies" for students at a therapeutic day school and as aides with a special education recreation program.

Students interned at the local hospital, police department and fire department as well as being pharmaceutical assistants in the local pharmacy. Students volunteered for a variety of community services, some of which served senior citizens, assisted in the

coordination of an HIV positive coalition food pantry, aided in dog training classes, and acted as a photography assistant for a local newspaper.

Students also volunteered for the following activities: They created rosebud pins to send to the firefighters, police department and people of New York City to show support for the tragic events of September 11 in an activity called Rosebuds USA. For the PADS Shelter Walk-a-thon, students collected pledges and walked three miles to raise funds for a local homeless shelter and walked six miles to raise funds for the Juvenile Diabetes Walk-a-Thon. They also raised money to help a local abused women's shelter with the Abused Women's Coalition and supported the local chapter of the American Cancer Society by holding a fundraiser. School supplies were collected from local schools to send to a needy elementary school in central Turkey. Students also produced a promotional video for the local School for the Deaf to use as a recruiting tool for prospective students.

During the Great American Smokeout, students displayed information on tobacco use and received pledges from fellow students to quit smoking. As part of the Muscular Dystrophy Lock-up, students acted as organizers and "wardens" in a fundraiser where local business people donated money in the form of "bail". Students with foreign language backgrounds helped immigrants fill out their naturalization/ immigration documents at a local school.

Some students also volunteered as aides at numerous elementary school gym activities, gift-wrapped holiday purchases at a local bookstore to raise money for a local charity and shopped for needy children at a local Wal-Mart store during the holiday

season. The students were also Salvation Army bell ringers, Meals on Wheels participants and "grandchildren" to the elderly in the Adopt-a-Grandparent program. They also read to children at a local mall and acted as "buddies" to elementary school students on a monthly rotation.

As a result of the events of September 11, Site A was unable to send students to Washington D.C. as part of the Close Up program which was a component of the Youth in Government unit.

Site B

The action research project was implemented at Site B involving 13 students in a special education language arts program. Students participated in a variety of activities during class time and throughout their school during the course of an 18 week period. During this time students wrote journal entries, discussed the topic of heroes with peers and their instructor, completed hero cards based on current events, and were included in Character Counts! school-wide and classroom activities. They also participated in community service activities.

As an introduction to the study of heroism, students were asked to select behavior traits they felt were necessary for one to be considered a hero. The ideas of honesty, courage, loyalty, perseverance, compassion, tolerance, respect for others, and fairness were discussed and determined to be traits common to heroes.

To stimulate their interest in the idea of heroes, students studied heroes in history, fiction, and current events looking for the values or traits they felt exemplified a hero. Students learned that a genuine hero might not be a celebrity. Any citizen could display

heroic values through self-sacrificing acts that benefit others or the community in which they live. The idea that a hero has imperfections common to the human condition and that few heroes can be regarded as total successes was presented. Heroes from different cultures were also presented, granting students the awareness that the traits deemed heroic were qualities of humanity, rather than culture specific qualities.

It was hoped that students would be able to use these hero stories to find values they could see within themselves. These values would be ones that promoted good character and responsible citizenship.

Students were then asked to look to daily news or people in their lives for examples of heroes. The events of September 11 gave an almost unending supply for this assignment. By focusing on the acts of heroic people, students observed something positive in the face of this terrible disaster. They made hero cards depicting heroes of interest. The cards contained pictures and short descriptions of the person's heroic acts.

Another approach for the development of good character and citizenship was through the Character Counts! program. School-wide focus was placed on the pillar of responsibility. Students were asked to take a character survey to identify areas in which they were strong as well as areas requiring improvement. A sample survey can be found in Appendix D.

An assembly was planned which focused on the pillar of responsibility. Students observed a play put on by teenagers from our local high school. The theme of the play was the impact of a student's death from an alcohol related car accident. During wrap-up activities students discussed the play and were able to verbalize the message of

responsibility that was presented. Another activity was a presentation by a world-class athlete who became paralyzed in a gang related shooting. Once again, follow up activities showed that students comprehended the message of this speaker.

School-wide as well as team opportunities for community service projects were available. Collections for food and warm clothing for local shelters was met with only minimal support by my students. September 11 related projects were more successful. Students supported collection of money for the family of Todd Beamer, a passenger on one of the hijacked planes. Another popular project was a donation of work gloves, dog food, water, and other items for rescue workers. Local policemen and firemen delivered these needed supplies to "ground zero."

Site C

The action research project was implemented at Site C using 54 students in the Foods and Nutrition program and Housing and Interior Design class. Students participated in a variety of activities in their respective classes in a nine-week block schedule.

At the introduction of the project, students completed a survey related to cultural awareness and service as a citizen. Then the students proceeded with activities to insure their knowledge of service learning and cultural awareness in their community.

The Housing class viewed a video related to styles on houses and lifestyles. The history of American housing, the building of community, and cultural awareness was emphasized. Scenarios of rural and urban lifestyles were presented and discussed.

Students interviewed parents and relatives regarding communities and housing to understand values of the culture and lifestyles within their own families.

With the tragic experience of September 11, students made a complete turnaround in regard to their awareness of the world. As students began to question other culture's activities in this occasion and the role they may have to play in society related to this tragedy with a sense of understanding and caring. Instant awareness was evident through media and technology to understand the culture of Afghanistan and the dominance of religion in their daily lives. Class discussion that followed heightened a new awareness as a result of this experience.

The students participated in a field trip to a design school in Chicago (including several students who had never visited Chicago). The culture and society of a large metropolitan city compared to their home area of a newly developed suburban area impacted the event. Students reflected on the lifestyle of the people there as well as on the history and architecture of the buildings.

To understand the role of community service, students investigated a public service organization in the area through personal interviews and the Internet. Their organization's impact and continued commitment to the community was evaluated. Students also learned of the special projects, growing need for volunteers, and the initiatives and services that these organizations provided to the community. At the beginning of the lesson 35% of the students indicated participation in community service from this class. Upon completion of the project 80% found service learning to be effective within the local society.

The term project in the foods class culminated with research of family holiday, cultural, and ethnic traditions. A copy of this project can be found in Appendix E. Students presented a three to five minute summary of their family's traditional holiday food. Many of the foods presented were from family members, with no written access to the recipe. These traditional recipes are now printed and can be handed down to others. Students began to sample the foods from 12 different countries and understand the similarities of the cultures. They left class with a better awareness of other cultures.

Site D

The action research project was implemented at Site D using 30 students from the eighth grade Spanish classes. Students were exposed to a variety of cross-cultural experiences during the first quarter of school, as well as one week in the third quarter. The students evaluated their experiences with oral discussions as well as wrote reflections to share with one another and the teacher.

The project was explained to them along with its objectives at the very beginning of the school year. They were told that throughout the action plan period and continuing on throughout the year they would be learning more of the Hispanic culture so that they would begin to understand them better. This goal was also built on a component of the national standards for teaching of foreign language—learning about culture.

Culturally appropriate signs and pictures welcomed the students to the classroom each day, and the room was filled with items from several Hispanic countries. Students were almost immediately introduced to the importance and proper execution of greetings,

farewells and conversational distance while introducing proper classroom etiquette. They also participated in role-playing exercises.

The teacher collected many short readings in preparation for Hispanic Heritage month. The plan was to read a selection each day followed by a short time allowing the students to reflect. President Fox visited Washington, D.C the week the plan was to start, and the students were exposed to pictures of the presidents. They were also asked to be on the lookout for any signs of the coming Mexican Independence Day celebrations (September 16—the end of the week) in the local communities.

This came to an instant halt on September 11 as the terrorist attacks changed the plans. Hispanic Heritage readings were deemed inappropriate for that time period. Instead, students wrestled with the challenge of discussing how they thought Hispanics in the United States should respond. President Fox himself eventually settled the immediate question as he asked Mexican-Americans to forgo planned celebrations. Students noted many displays of American flags in Mexican American business, on cars, and on houses in a time period when they normally would see many Mexican flags.

Instead of focusing on Mexican Independence, Hispanic awareness was now emphasized in a softer approach as students learned of Hispanic influence in San Antonio, Miami, and Los Angeles from the textbook, short video clips, and personal sharing from the teacher and students who had visited those places. Students then began to learn about the important Hispanic concentrations in our own area and discussed their effects on our own communities.

The celebration of the quinceañera (the 15th birthday—coming of age for the girl) was introduced, as well as the role of the family. This led to discussions of current issues of culture clash here in the United States, specifically overcrowding of housing and parking. Students were encouraged to learn more by doing reports and participating in active discussions of issues raised as current newspaper articles were read to them.

The teacher's personal experiences from many years of living in Hispanic culture were also shared, and they were constantly challenged to provide explanation for cross-cultural clashes. Many pictures were shared as well as artifacts, and food was sampled.

Columbus Day/Día de la raza celebrations were scrapped as they occurred at the first month anniversary of the attacks and deemed inappropriate for the time period. Instead, students participated in school-wide and extra curricular activities to aid victims such as raising money, holding a rummage sale, donating clothes and cleaning supplies.

In class students were also continually encouraged to see that Hispanic countries are very different just as English-speaking countries are different, and that the structure of the language itself influences their culture. A demonstration of British English helped them to see that though they understand the words, they might not understand the meaning of what is said. As they learned Spanish vocabulary care was then taken to show them that different Spanish-speaking countries might use different words, words might have different meanings, and that this carries over to other areas of life such as the food and customs. Gender was taught and then shown how it has helped support societal views of gender of the superiority of the male. Connections were then made with effects it might have on their adjustment as citizens in our society.

By the end of October, Día de los muertos, an Aztec-Mexican death ritual, was presented as the leader from Site A came to share of his experiences in videotaping this celebration in Mexico. Two assemblies for all the Spanish students were held where he showed many artifacts, presented the video, and had lively discussion times with the students.

As the holiday season approached, current newspaper and magazine articles regarding the ramifications of the terrorist attacks on Hispanics were collected, read, and discussed. Sample questions are found in Appendix H.

At the end of the action plan period, students were presented with a series of scenarios and asked to respond in a multi-cultural way by writing reflections.

The extended quinceañera teaching and discussion of amnesty for illegal aliens was presented during four days at the end of the third quarter. The video "Sweet 15" was shown and an extensive study guide prepared. Students were asked to interact both with issues raised in the video, in articles contained in the study guide (again collected from newspapers), and to think of ramifications for the future.

Conclusions

In the light of these events, it is not known whether these views of citizenship were a reaction to the tragedy that happened on September 11, 2001, or whether students will expand what they have learned into a way of life.

Site A

The student participants in these activities earned a minimum of 50 hours throughout the 18-week period towards a 1/2 credit in Public Service. Fifty of the 65

participants easily surpassed the 50-hour requirement, and eight participants earned 120 hour of service. One of the student participants was awarded an Honorable Mention as part of a local newspaper's Leadership team, which acknowledged student participation in community service and volunteerism.

The students evaluated their experiences on an on-going basis during their participation period by keeping journals and reflections, as well as discussing their findings with both their peers and their instructor. A sample can be found in Appendix F. A final evaluation took place in which students were asked the following questions: "Has public service allowed you to better understand your role as a citizen in your school and community?" and "Has public service given you an opportunity to better understand the needs of both your school and your community?" Sample questions can be found in Appendix G. The students responded in a two to three page typed essay, which became part of their final examination for the class.

The findings of these essays were extremely positive. Sixty-five students took part in the action research and all of the respondents felt that public service allowed them to better understand the needs of their school and community as well as their role as a citizen. Comments ranged from the benefits of volunteerism to being allowed an opportunity to make their school and community a better place to live. Students believed that through their experiences they were able to make a difference in people's lives and become a more caring and understanding person.

For example, 56% of the students responded that they had volunteered time to any community service at the outset of the action research. By the conclusion of the research 100% of the students had volunteered some time to a community service.
Also, 94% of the students felt that it was important for people to volunteer their time. At the end of the research 100% of the students felt that volunteering their time was important.

Site B

At Site B in written reflections and through class discussions about the previously mentioned activities, students indicated they learned about different types of heroes. They not only developed attributes they felt described a hero, but they were also able to apply these to people they read about both in literature and in current events.

Students were able to discuss what traits are needed to be a responsible student. Class discussions about school and home responsibilities led to an awareness of how improvements could be made. These activities along with participation in service activities made students aware of being a positive member of their school and their community.

Site C

As a result of parent and relative interviews by students regarding communities, a class discussion and presentation of the facts demonstrated the students lack of awareness of cultural and lifestyle changes over the years. A sense of belonging and cultural awareness now exists.

One of the most interesting comments from students was: "I don't know my ethnic background. I am an American." This differs greatly from 20 years ago when people in society related to their country of origin. This indicates students are more accepting of people as individuals rather than using stereotypes.

When surveyed at the start of the project 82% of the students responded to having friendships with people of other ethnic, religious and cultural backgrounds. At the end of the project, it had increased to 91%. The activities implemented at this site provided a multi-cultural mosaic for the students.

Site D

It was apparent by the end of the action plan that targeted students had learned to look at another culture different from their own. Their reflections and discussions all demonstrated that by trying to think of any possible explanations as to why people would act in these ways, they were beginning to understand people different from themselves.

For example, when the students took the survey at Site D at the beginning of school, 71% said that they did not personally volunteer any time to community activities. At the finish of this project, more than 75% of them raised hands when asked how many had now participated. One student was even featured in a local newspaper for volunteering time each week to help with disabled people through therapeutic horse riding. Most were looking at their world with an improved multi-cultural view.

It was observed that many students at all four sites demonstrated an increased sense of citizenship. Written reflections of students indicated an awareness of what it means to be a citizen within their school community as well as locally, nationally, and

globally. Students participated in community service projects, values development activities, and cultural awareness lessons.

Recommendations

It is our recommendation that teachers find a way to implement some form of service learning, character education and multicultural exposure as a part of the curriculum. We also recommend that teachers model what they teach by personally being involved in such activities.

The effects of the events of September 11 on our results are unknown but must be acknowledged. In this context President Bush in his address to the Nation World Congress in Atlanta, Georgia, asked Americans to pick up the mantel of citizenship and encouraged them to make a difference within their communities.

> All of us can become a September the 11th volunteer by making a commitment to service in our own communities. So you can serve your country by tutoring or mentoring a child, comforting the afflicted, housing those in need of shelter and a home. You can participate in your Neighborhood Watch or Crime Stoppers. You can become a volunteer in a hospital, emergency medical, fire or rescue unit. You can support our troops in the field and, just as importantly, support their families here at home, by becoming active in the USO or groups and communities near our military installations….
>
> Our great national opportunity is to preserve forever the good that has resulted. Through this tragedy, we are renewing and reclaiming our strong American values….

We will not judge fellow Americans by appearance, ethnic background, or religious faith. We will defend the values of our country, and we will live by them. We will persevere in this struggle, no matter how long it takes to prevail (Bush, 2001).

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APPENDICES

Appendix A

Student Survey 1

Student Survey 1: Please take a few moments to read the following and circle the answer that most correctly reflects your views.

1. In general are you satisfied or dissatisfied with the way things are going on your own life?

   Very satisfied Somewhat satisfied Somewhat dissatisfied Very dissatisfied

2. Thinking now about the overall condition of your community how would you rate your community as a place to live?

   Very good/good Average Poor/Very poor

3. Compared to five years ago would you say that your community is getting better as a place to live, is about the same, or is it getting worse?

   Better Same Worse Don't Know

4. How important do you feel it is for people to be involved in volunteering their time…?

   Very important Somewhat important Not too important Not important at all

5. Would you say that students, like you, in your community do an excellent, good, average, or poor job of volunteering their time outside of school to help make the community a better place to live?

   Excellent/Good Average Poor

6. Do you volunteer your time to any community activities?

   Yes No

7. How much does your school emphasize the importance of community involvement in the categories?

   A lot A little Not much at all

8. How much do your parents or other family members emphasize the importance of community involvement?

   A lot A little Not much at all

9. Do you think it is a good idea for schools to require their students to take part in community service activities in order to graduate?

   Good idea Not a good idea Not sure

10. Can you think of anyone in particular who you admire because of their commitment to community service?

    Yes No

11. What types of activities would you be interested in or willing to volunteer for? Rank them in order of your preference:

Charitable Educational Environmental Cultural Political

12. Should students receive academic credit for participating in service learning?

Yes No

Appendix B

Student Survey 2

Student Survey 2: Please take a few moments to read the following and bubble in the answers that most correctly reflect your views.

	A	B
1. Students treat classmates with respect.	Yes	No
2. Students respect others' personal property.	Yes	No
3. Students behave respectfully towards their teachers.	Yes	No
4. Students care about and help each other even if they are not friends.	Yes	No
5. Students solve conflicts without fighting, insults, or threats.	Yes	No
6. In their interactions with students teachers display the character qualities the school is trying to teach.	Yes	No
7. I am comfortable discussing diversity with my peers.	Yes	No
8. I make an effort to understand how another person might be feeling.	Yes	No
9. I would speak out against an ethnic slur.	Yes	No
10. I avoid using stereotypes and generalities.	Yes	No
11. I try to distinguish between fact and opinion before coming to any conclusions about people.	Yes	No
12. If given the choice I would live in an ethnically diverse neighborhood.	Yes	No
13. I have close friendships with people from other racial, religious, or ethnic groups.	Yes	No

Appendix C

Staff Interview

1. Thinking now about the overall condition of the community in which EGHS is located, how would you rate it as a place to live?

   A) excellent B) good C) fair D) poor

2. Compared to five years ago, would you say that this community is getting better as a place to live, is about the same, or is getting worse?

   A) getting better B) about the same C) getting worse D) don't know

3. How important do you feel it is for people to be involved in volunteering their time towards community service?

   A) very important B) somewhat important C) not important

4. How good a job would you say that students in the EGHS community do of volunteering their time outside of school to help make the community a better place to live?

   A) excellent B) good C) average D) poor

5. Do you yourself volunteer your time to any community activities?

   A) yes B) no

6. How much does EGHS emphasize the importance of community involvement in its curriculum and class offerings?

   A) a lot of emphasis B) some emphasis C) no emphasis

7. Do you think it is a good idea for EGHS to require students to take part in community service activities in order to graduate?

   A) yes B) no

8. Should students receive academic credit for participating in community service?

   A) yes B) no

Appendix D

Character Traits Inventory

Read each pair of sentences. Check the ONE from each pair that describes you. Or check BOTH sentences if you believe that you already have a particular trait or quality but would like to develop it further.

1.	_____ I believe I have positive attitudes.	_____I'd like to have better attitudes.
2.	_____ I'm kind and I care about others.	_____I need to be kinder and more caring.
3.	_____ I accept responsibility for the choices I make.	_____I want to learn how to accept responsibility for my choices.
4.	_____ I'm a good citizen and involved member of my community.	_____I need to be a better citizen and more involved in my community.
5.	_____ I keep my body clean.	_____I need to work on my hygiene.
6.	_____ I have clean habits and a clean mind.	_____I'd like to have more positive habits, thoughts, and influence.
7.	_____ I communicate well with others.	_____I'd like to communicate better.
8.	_____ I cork to conserve things and resources, I am thrifty.	_____I need to conserve and save better than I do.
9.	_____ I have the courage to do and become what I want to be.	_____I'd like to be more courageous.
10.	_____ I have empathy (deep understanding) for others.	_____I need to be more empathetic.
11.	_____I have endurance and patience, even in tough times.	_____I need more endurance and patience.
12.	_____I'm able to forgive others and myself.	_____I want to learn how to forgive more easily.
13.	_____I'm physically, mentally, and emotionally healthy.	_____I want to be more physically, mentally, and emotionally healthy.
14.	_____I'm honest and trustworthy.	_____I need to be more honest and trustworthy.
15.	_____I'm a risk taker and I have good imagination skills.	_____I'd like to take positive risks or improve imagination skills.
16.	_____I have integrity. I "walk as I talk."	_____I want to develop my integrity.

17.	_____I'm tolerant and fair with others.	_____I need to be more tolerant and fair.
18.	_____I'm a good leader.	_____I'd like to be a better leader.
19.	_____I'm a good follower.	_____I need to be a better follower.
20.	_____I know when to be loyal and/or obedient.	_____I'd like to be more loyal and/or obedient.
21.	_____I'm a calm and peaceful person.	_____I need to become more calm and/or peaceful.
22.	_____ I'm a good problem solver.	_____I want to be a better problem solver.
23.	_____I have direction and purpose in my life.	_____I'd like to have more directions or purpose in my life.
24.	_____I'm friendly and have healthy, positive relationships with others.	_____I'd like to be friendlier and to have better relationships with others.
25.	_____I treat others with respect and courtesy.	_____I need to be more respectful and courteous.
26.	_____I'm responsible and hard working.	_____I want to develop my sense of responsibility and my work ethic.
27.	_____I practice safety measures in my life.	_____I'd like to be more cautious and safety-conscious.
28.	_____I'm self-disciplined.	_____I want to be more self-disciplined.
29.	_____I have wisdom.	_____I want to develop my wisdom.

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Appendix E

Holiday Cultural Project-Foods & Nutrition

Due: December 21, 2001

Requirements:

1) Identify one culture or nation that you associate with as part of your heritage.
2) Choose project A or B.
3) Bring sample of food to share with class Friday 12-21-01
4) Worth: 50 points assignment grade
5) Topic to be decided by 12-14-01

Project A

After discussing with a parent your cultural choice, interview them about some traditions or family history related to the culture. Include special practices that are traditions in your family. Give a three-five minute talk in front of the class about that culture. Present a sample of food to the class that represents the holiday or traditional food.

Project B

After discussing cultural heritage and holiday tradition with a parent, through Internet sources or book sources, write a one page typed, double-spaced description about your topic. Cite your sources. Bring a sample of a traditional holiday recipe from your family and the story or history behind it.

Appendix F

Community Resources/Services Learning

WEEKLY REPORT

Name _____ Date _____

Learning Center _____

Specific Experience _____

Describe your primary activities each day.

Monday _____

_____

Tuesday _____

_____

Wednesday _____

_____

Thursday _____

_____

Friday _____

_____

Saturday _____

_____

Sunday _____

_____

Weekly Attendance Report

Example: Time In - 9:00
Time Out - 10:30
No. of Hours - 1 hr. 30 min.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time In							
Time Out							
No. of Hours							

Total Time for Week _____ (Example: 9 hr. 30 min.)

Date _____

1. What experience did you enjoy the most today? Explain why.

_____

_____

2. What experiences did you enjoy the least this week? Explain why.

_____

_____

3. Did your associate instructor introduce you to new subject material or operations this week? Yes _____ No _____ Explain: _____

_____

_____

4. Did you encounter any problems this week? Yes ____ No ____
   Explain: _____

_____

_____

5. Did you discuss these problems with your associate instructor? Yes ____ No ____
6. Are these problems solved? Yes ____ No ____
7. Do you need additional help in solving any of the problems? Yes ____ No ____
   If yes, please make an appointment to see me.
8. Would you like to be observed next week? Yes ____ No ____
   If yes, please circle the specific day:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

9. Questions you asked this week - _____

_____

_____

10. Additional comments: _____

_____

_____

Appendix G

Public Service Practicum—Final Exam 1st Semester

Portfolio: The following items must be included in your semester portfolio

Cover page
Table of contents
Goals
Cover letter
Resume
College Research
Career/Occupation Research
College Scholarship Essay
Company Research
Reflections for both Public Service and Community Resource experiences
Evaluations for mentors/supervisors
Pictures, articles, etc. about your experiences/internships

Reflection Questions: Pick one of the following questions and write a two-page reflection.

How has your Public Service/Community Resource experience allowed you to become more aware of the needs of your school and community?

How has your Public Service/Community Resource experience allowed you to become a better citizen both in your school and community?

Mandatory Reflection Question: Every student must answer the following question with a one-page reflection.

Choose an experience from the past semester and reflect on it. In detail explain that particular experience and why you chose to reflect on it. What effect did that experience have on you and the other participants? What do you remember most about your experience? If given the opportunity, would you continue to get involved in similar opportunities? Explain.

Appendix H

Discussion Lesson with Questions

Lesson: Examine ramifications of the September 11th attack on the Hispanic population of the U.S.

Procedure:

Each class will be divided into groups with each group receiving one article. They will proceed to answer the following questions in their individual groups. Then the class will corporately share their articles and answer the second set of questions.

Pre-Reading: Prior knowledge—discussion before handing out articles

Kind of Question	Textually Explicit or Implicit	Question
1. Background Info	1. Implicit	1. How do you think the September 11th attack has affected the Hispanic population of the U.S.?
2. Background Info	2. Implicit	2. What might the differences be if you are a citizen, a legal immigrant, or an illegal immigrant?

Individual Group Reading and Discussion:

Article 1: *NY Times* article by Sam Dillon (view from the U.S.)

Kind of Question	Textually Explicit or Implicit	Question
1. Right There	1. Explicit	1. What are Hispanic workers especially afraid of in response to the Sept. 11 terrorist attacks?
2. Think and Search	2. Implicit	2. How have lay-offs all across the nation affected the Hispanic workers?
3. Think and Search	3. Implicit	3. Has Sept. 11th had any noticeable effect on illegal immigration?
4. Right There	4. Explicit	4. President Vicente Fox of Mexico wanted the U.S. to grant legal status to many undocumented Mexicans. How do Americans seem to feel about this now?
5. Author and You	5. Implicit and Explicit	5. In light of what you've read, if you were an illegal immigrant, what would you do?

Article 2: *Farm Workers Afraid to Stay, or to Leave* by Bart Jones (view from the U.S.)

Kind of Question	Textually Explicit or Implicit	Question
1. Right There	1. Explicit	1. Why don't many Hispanic day laborers feel safe in the U.S.?
2. Right There	2. Explicit	2. Why are many Hispanics staying in the U.S. during the holiday season instead of going home to Mexico as they normally do?
3. Right There	3. Explicit	3. Why are many others leaving?
4. Author and You	4. Implicit	4. If a lot of day laborers leave the country, how will that affect the United States?
5. On Your Own	5. Implicit	5. Why is it important for the Hispanics to go home during the holiday season?

Article 3: *Gov't Warns of Mass Return of Mexicans from U.S. During Holiday Season* by Stevenson Jacobs (view from Mexico)

Kind of Question	Textually Explicit or Implicit	Question
1. Right There	1. Explicit	1. What effect do Mexican government officials think the massive layoffs in the U.S. will have on many migrants?
2. Right There	2. Explicit	2. About how many illegal (undocumented) Mexicans are estimated to live in the U.S., and how many normally return home for the holidays?
3. Right There	3. Explicit	3. How much money will Mexican workers in the U.S. have sent home to Mexico to family members by the end of 2001?

Article 4: *More than 350,000 Mexicans Have Returned Home Since U.S. Attacks* translated by Armando Saliba (view from Mexico)

Kind of Question	Textually Explicit or Implicit	Question
1. Right There	1. Explicit	1. How many Mexicans have returned home from the U.S. since Sept. 11 and what is the attitude of their National Migration Institute?
2. Right There	2. Explicit	2. Is this an increase or a decrease over the return rate from last year?
3. Author and You	3. Implicit	3. Why is it important for Mexico to have workers in the U.S.?

Corporate questions to ask after summaries of discussions:

Kind of Question	Textually Explicit or Implicit	Question
Vocabulary	Implicit	What is a migrant worker? [Look at the root of the word and use it to show migrante. Relate it to emigrant and immigrant and then talk about the taunting "**migra**" and how it can be used to scare and frighten illegals.] One of the articles uses the word "paisano" ("Paisano Program"). What do you think this might be? [relate it to the word ***país*** and talk about what kind of program it might be—relate briefly to the ***balikbayan*** program in the Philippines] What do you think our government should do with people who overstay their visas or have improper ones? What should happen to their children, especially if they were born here and thus have American citizenship? Should there be different treatment of people who are citizens than those who are not, particularly if they are here illegally?

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